

## Textbook Alignment to the Utah Core – 7<sup>th</sup> Grade Language Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes X No \_\_\_\_\_*

Name of Company and Individual Conducting Alignment: Eisemann Communication/Dawn Blevins

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☒ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 7<sup>th</sup> Grade Language Arts Core Curriculum

Title: Elements of Literature: First Course © 2007 ISBN#: 0-03-0424127

Publisher: Holt, Rinehart, and Winston

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 100 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: 0 %

**STANDARD I: (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.**

Percentage of coverage in the *student and teacher edition* for Standard I: 100 %

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: 0 %

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.)</b>	<b>Coverage in Ancillary Material (titles, pg #'s, etc.)</b>	<b>Not covered in TE, SE or ancillaries ✓</b>
<b>Objective 1.1:</b> (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.				
<b>a.</b>	Identify common prefixes and suffixes to determine meanings of words (see chart, Appendix A).	SE 163, 663, 815, 832		
<b>b.</b>	Identify the literal meanings and shades of meaning of words.	SE 31, 51, 69, 80, 105, 145, 163, 173, 186, 255, 265, 270, 283, 288, 295, 363, 381, 400, 409, 427, 495, 505, 506, 525, 532, 541, 550, 551, 554, 555, 559, 608, 609, 613, 619, 621, 626, 639, 663, 671, 681, 687, 695, 706, 717, 725, 745, 787, 809, 815, 819, 832, 843		
<b>c.</b>	Determine word meaning through definition or explanation context clues.	SE 31, 51, 69, 80, 145, 163, 173, 186, 255, 265, 270, 283, 288, 295, 342, 363, 381, 400, 409, 427, 495, 506, 525, 532, 541, 640, 663, 671, 681, 687, 695, 706, 717, 725, 745, 809, 815, 819, 832, 843		
<b>d.</b>	Distinguish between commonly confused words (i.e., a lot/allot; board/bored; brake/break; desert/ dessert; hear/here; its/it's; led/lead; lie/lay; right/write/rite; to/too/two; your/you're).	SE 1034-1038		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 1.2:</b> (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., textbooks, advertisements, posters).				
<b>a.</b>	Identify external text features to enhance comprehension(i.e., headings, subheadings, pictures, captions, bolded words, graphs,charts, and tables of contents).	SE 33, 34, 35, 37, 52, 55, 81, 949-951		
<b>b.</b>	Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., chronological, sequence, and description).	SE 53-55, 82-83, 165-167, 188-189, 257-259, 267-269, 285-287, 365-367, 390-392, 411-413, 497-498, 544-545, 673-674, 740-744, 817-818, 883-887, 888-889, 890-891, 892-894, 895, 896, 897-899, 900, 901, 902, 903-905, 906-908		
<b>c.</b>	Retell, paraphrase and summarize from informational text.	SE 543, 688, 694, 739, 744		
<b>d.</b>	Distinguish main idea and supporting details in text.	SE 52, 55, 167, 187, 189, 543, 545, 674, 688, 739, 744		
<b>Objective 1.3:</b> (Comprehension of Literary Text): Comprehend literature using elements of narrative and poetic text.				
<b>a.</b>	Identify narrative plot structure (e.g., exposition, rising action, climax, falling action, resolution).	SE 2-3, 30, 78, 88, 119, 135, 437, 484, 524, 622, 746, 763, 786-787, 831		
<b>b.</b>	Describe a character's traits as revealed by the narrator (e.g., thoughts, words, speech patterns, and actions).	SE 50, 135, 136, 144, 162, 172, 185, 190, 191, 193, 244, 294, 296, 306, 316, 705, 711, 716, 746, 750, 765, 786, 814		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries ✓</i></b>
<b>c.</b>	Distinguish topic from theme in literature.	SE 236-237, 242, 244, 264, 282, 289, 294, 296, 339, 362, 380, 388, 428, 437, 443, 444, 524, 592, 746, 763, 786, 787		
<b>d.</b>	Identify descriptive details and imagery that establish setting.	SE 50, 84, 88, 119, 246, 254, 264, 296, 304, 321		
<b>e.</b>	Identify figurative language (i.e., simile and metaphor).	SE 106, 505, 548, 550, 551, 554, 555, 559, 608, 609, 613, 619, 621, 626, 639, 787		
<b>f.</b>	Identify main ideas and/or emotions in a wide range of poetry.	SE 108-111, 246-256, 260-266, 328-329, 338-339, 439, 440- 444, 548-550, 551-554, 555- 559, 560-562, 563-567, 568- 571, 572-576, 577, 578-581, 582-585, 586-585, 589-592, 593-597, 598-600, 601-605, 606-608, 609-612, 623, 628- 629, 638-639, 764-767		

STANDARD II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: <u>0</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: (Writing to Learn): Retell or summarize and make connections to clarify thinking through writing.				
a.	Retell significant events in sequence.	SE 4, 12, 13, 14, 106, 282, 434, 656, 732, 738		
b.	Summarize essential information from literary or informational text.	SE 34, 52, 380, 543, 545, 664, 670, 688, 694, 698, 705, 739, 744, 763		
c.	Connect text to self.	SE 30, 50, 144, 162, 172, 185, 254, 264, 282, 362, 380, 388, 399, 408, 494, 505, 524, 531, 540, 550, 554, 559, 562, 567, 571, 575, 588, 592, 597, 600, 608, 612, 662, 670, 680, 686, 705, 716, 731, 738, 808, 831, 842		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 2.2:</b> (Extended Writing):Write to identify and reflect on feelings to recreate experiences. (Emphasize autobiographical or narrative essays. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade level.)				
<b>a.</b>	Determine audience and purpose for extended writing.	SE 112, 222, 230, 330, 462, 630, 772, 864		
<b>b.</b>	Relate a clear, coherent, chronologically-sequenced incident, event, or situation with simple reflection.	SE 330-335		
<b>c.</b>	Use sensory details.	SE 332, 464		
<b>Objective 2.3:</b> (Revision and Editing):Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.				
<b>a.</b>	Evaluate and revise for: <ul style="list-style-type: none"> <li>• Use of a unifying idea or topic.</li> <li>• A clear beginning, middle, and end, with sequential transitions.</li> <li>• Appropriate tone and voice.</li> <li>• Appropriate word choice for topic.</li> <li>• Varied sentence beginnings and sentence length.</li> </ul>	SE 116-117, 226-227, 334-335, 466-467, 634-635, 776-777, 868-869		
<b>b.</b>	Edit for: <ul style="list-style-type: none"> <li>• Correct grade level spelling.</li> <li>• Correct use of commas in a series.</li> <li>• Correct subject-verb agreement.</li> <li>• Correct use of possessives.</li> <li>• Correct capitalization of sentence beginnings and proper nouns.</li> <li>• Correct end punctuation on simple and compound sentences.</li> </ul>	SE 117, 227, 335, 467, 635, 777, 869		

STANDARD III: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: <u>0</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: (Processes of Inquiry): Use the process of inquiry to formulate questions and engage in gathering information.				
a.	Establish a purpose for inquiry.	SE 864		
b.	Gather relevant information to answer questions.	SE 864-869, 1041-1042, 1043, 1044-1045		
c.	Validate the accuracy and relevance of information, discriminating between fact and opinion.	SE 864-865		
d.	Distinguish paraphrasing and summarizing from plagiarizing.	SE 865		
Objective 3.2: (Written Communication of Inquiry): Write to report information gathered from the process of inquiry.				
a.	Select an appropriate format to report information.	SE 865-866		
b.	Gather information on an idea or concept.	SE 864-869		
c.	Report information using summarization.	SE 865-866		
d.	Use informal contextual citation. (Example: “Gary Paulsen says he gets his ideas from...”)	SE 865, 868		

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<b>Objective 3.3:</b> (Oral Communication of Inquiry): Communicate ideas and information appropriately in classroom settings.				
<b>a.</b>	Determine the purpose for communication (e.g., to respond to writing, to obtain a result, to convey ideas or information, to seek validation).	SE 1053		
<b>b.</b>	Use appropriate protocol for asking questions (e.g., turn taking, staying on topic, projecting adequately).	SE 1056		
<b>c.</b>	Use appropriate protocol for responding to questions (e.g., respecting others' contributions, staying on topic, projecting adequately).	SE 1056		
<b>d.</b>	Contribute constructively in classroom settings.	SE 1056		